tech.mit.edu

Volume 134, Number 60



WEATHER, p. 2 TUE: 45°F 39°F WED: 47°F 38°F Showers THU: 43°F | 31°F Chance of rain

Tuesday, December 9, 2014

# MIT cuts ties with Walter Lewin

after online harassment probe Institute revokes emeritus title, removes online courses of popular physics professor who starred in viral videos

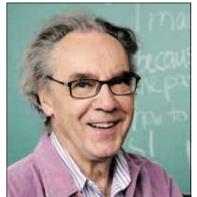
> By Leon Lin NEWS EDITOR

MIT is cutting ties with retired professor Walter Lewin after determining that the physicist, whose lectures had made him a beloved teacher and minor Internet star, had sexually harassed at least one student online.

The woman was taking one of Lewin's classes on edX, the online learning platform started by Harvard and MIT.

MIT said Monday that it had launched an investigation immediately after she filed a complaint in October.

MIT officials reviewed "detailed materials" provided by the complainant, who also presented "information about interactions between Lewin and other women online learners," according to Monday's announcement. The investigation also included interviews with the complainant and Lewin.



MIT has revoked his title as professor emeritus, Provost Martin A. Schmidt PhD '88 said.

MIT is also removing Lewin's lecture videos and other course materials from edX and MIT OpenCourse-Ware indefinitely, "in the interest of preventing any further inappropriate behavior."

Schmidt said that MIT's actions were "part of a process of a complete separation from Walter," though he also said those actions were "probably the extent of it" given that Lewin had

"Given Dr. Lewin's long career on our campus and contributions as an educator, taking this step is painful," Schmidt wrote to MIT's faculty.

"However, based on my careful review of the findings of the investigation and my conversations with the Physics Department leadership, School Deans, and other faculty leaders, I believe that harassment occurred, that our response is appropriate, and that explaining this matter publicly is necessary."

Schmidt declined to comment on whether MIT would also investigate Lewin's past at MIT.

Lewin joined MIT in 1966 and be-

Lewin, Page 8

# Course 2 senior Spencer R. Wilson receives a 2015 Marshall Scholarship

Wilson plans to study engineering and mathematics at Cambridge University through prestigious program

By Angela Leong

Last week, Spencer R. Wilson '15 was named a Marshall Scholar, joining 30 others nationwide who will receive a full scholarship for two years of graduate study in the United Kingdom.

Wilson, a mechanical engineering major at MIT, is planning to pursue an MPhil in engineering and a MASt in applied mathematics at Cambridge University. Just last month, an MIT alumnus and two seniors won Rhodes scholarships to pursue graduate study at Oxford University.

In an interview with The Tech, Wilson said that he had "always been a maker, a tinkerer, a builder." His interest in mechanical engineering stemmed from growing up with parents who pushed him "to do fun rojects," including building instruments, skateboards, and catapults.

A "really, really intense" summer internship at Otherlab in San Francisco last year completely changed his view of what it meant to be an engineer, he said. According to MIT, Wilson worked on bike-fabrication technology at Otherlab, with the goal of enabling people to easily build customized bicycles.

A subsequent stint at MIT's Center for Bits and Atoms, under director Neil Gershenfeld, further "reinforced that idea that if you understand the fundamental mathematics behind what's going on, you can do a lot more hands-on." He summed up his academic pursuits at Cambridge University as "pairing theory with the experimental, which is what MIT is all about," and added that he hoped "to bring that MIT ideal to Cambridge."

Wilson said the most difficult part of the scholarship application process, which spanned several months, was the perseverance required. "You're really committing to something, and second-guessing that itment'

"You're specifying something, you're saying, 'This little chunk right here, out of all these chunks — that's what I want to do," he said, adding that during the application process he often asked himself, "Is that really

what my life's work is going to be?"

Wilson described his parents as "infinitely supportive" during the application process. He said he "never once expected to get the scholarship," and "treated it the same way as I treated applying to MIT," trusting the judgement of the selection committee.

While waiting to hear back from the selection committee the night after his interview, he forgot that he had ordered a pizza and answered a call which he thought was from the selection committee. It was "pretty soul-crushing" when it turned out to be from the pizza delivery man.

When he did get the scholarship, he "couldn't stop pacing." Wilson described receiving the good news last Wednesday morning as "unreal" and compared it to "getting into MIT one of those moments where you just can't believe it"

On top of his technical passions, Wilson is also a film buff whose creative outlets are watching films, analyzing films, and writing screenplays.

Marshall, Page 9

#### IN SHORT

Classes end on Wednesday, Dec. 10. Students wishing to drop half-term subjects offered in the second half of term must do so by this date.

IAP PE Registration ends on Wednesday at 1 p.m. Check out http://mitpe.com for the class schedule and registration.

**Celebrate Winterfest with President** Reif Wednesday from 3 to 4 p.m! Hot apple cider, eggnog and holiday treats will be served at the Student Street in Stata (1st floor).

Finals Week begins next Monday, Dec. 15. Check out the final exam schedule at http://web.mit.edu/registrar/classrooms/exams/finals/index.

Send news information and tips to news@tech.mit.edu.



Megan Smith

# U.S. CTO Smith to be 2015 speaker

Presidential advisor and former Google exec will address graduates

> By Austin Hess EDITOR IN CHIEF

Megan Smith '86, chief technology officer of the United States and a former Google executive, will be MIT's commencement speaker for the Class of 2015.

Smith began her role as U.S. CTO - technically as an advisor to the president from within the Office of Science and Technology Policy — in September, the third person to hold the position since its creation in 2009. She had previously served as a vice president of business development at Google and helped lead GoogleX, the company's experimental wing.

Smith was a mechanical engineering major as an undergraduate and completed her master's thesis at the Media Lab. She served as a member of the MIT Corporation from 1988 to 1993 and 2006 to 2014, according to an MIT press release.

In an interview with The Tech, Smith said that her role was to "advise the president and his team on how to harness the power of technology, innovation, and data on behalf of the nation," adding that she saw herself as a "technology renovation officer."

Smith said a major focus of her current role involves advising on technology policy, particularly regarding regulation reform.

Technology companies like Google have frequently been at odds with government regulaore in recent vears on is diverse as online privacy, net neutrality, unmanned aerial vehicles, and patent reform. Smith said part of her role is to work "across government" to influence policy on such matters.

"We try to help bridge the conversation and bring some of these really talented American innovators together with these actually quite talented regulators so that they're having a conversation," she said, adding that the goal was to "adapt our regulation to make it possible for people to keep moving the bar."

Smith said her responsibilities also include increasing technological innovation in government projects, even though she does not directly oversee most federal technology-related efforts. "We're trying to bring more technical talent into government," she said. "The websites haven't been as strong as they need to be, and we need more people to come and be part of this amazing service that we can provide for the American people."

Smith said she also hoped to see more people write applications to use what she described as increasingly open government

According to Smith, another very big focus of the CTO role" is promoting technological innovation and careers to the public, including increasing diversity in technology-related fields. She said her office is involved in several efforts of outreach to women and girls and to members of underrepresented minority groups.

Smith said, "My class at MIT was about 20 percent women undergrads, and it's so incredible to see the progress that MIT has [made], but we're still struggling in some of the majors and really need ... to work together to fix

In explaining the lasting disparities, she said, "Much of it comes from unconscious bias that we need to overcome," adding that she hoped new approaches informed by behavioral science could make "everyone feel like they belong" in computer science and technology classrooms across the country.

Smith said she hopes to engage in "digital conversations" with students to learn about their interests leading up to her June 5, 2015 speech at the 149th Commencement exercises.

She said she thought that MIT students would end up engaging in "heroic engineering." She added, "The most important thing is to do a range of different things. The students graduating today are going to live ... possibly past 100 years. So there's so many different adventures that people should get up to."

#### ON THE FUTURE OF **HAYDEN LIBRARY**

Faculty and students express concerns. OPINION, p. 4

#### **ARE YOU TOO PROUD?**

Columnist weighs pros and cons. OPINION, p. 5

#### REPORTING ON CHEATERS

When is it okay to name cheaters? Guest column. OPINION, p. 5



DANCETROUPE

p. 6





**PROTEST** 

#### **OPENING UP**

Anonymous column on sexual assault at MIT. CAMPUS LIFE, p. 10

#### **SECTIONS**

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| Sports         |
| Campus Life 10 |

**WEATHER** 

## Nor'easter to bring heavy rain

By Vince Agard STAFF METEOROLOGIST

Another nor'easter is poised to strike the Eastern Seaboard today, bringing high winds and a mix of wintry precipitation to the Institute. The storm, which as of Monday night was beginning to form off the coast of the Carolinas, will quickly intensify as it moves up the coast this afternoon, with the center of the storm forecast to move onshore over New England overnight tonight. While nor'easters often mean big snowstorms for the Boston area, the track of this particular storm, combined

with its insufficient access to

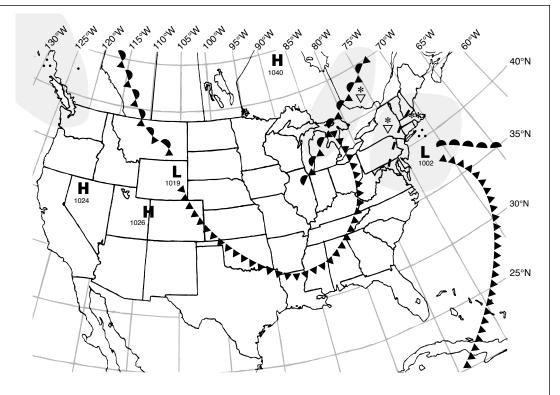
early-season Arctic air, will turn it into a mostly-rain event for most of our region. While today may start out with a mix of rain, snow, and sleet, the precipitation will change over to all rain as the day progresses and the temperature climbs into the 40s (°F). Rain and wind will become heavy at times this afternoon as the storm strengthens and moves toward shore. In fact, total liquid precipitation from the storm may be in excess of 2 inches. As such, the National Weather Service had issued a Wind Advisory, Flood Watch, and Coastal Flood Advisory for the Boston area as of this writing.

#### **Extended Forecast**

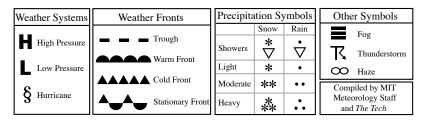
Today: A morning wintry mix changing to rain in the afternoon, with rain becoming heavy at times. High 45°F (7°C). Winds E at 15-25 mph, with higher gusts possible. Tonight: Rain tapering off, low 39°F (4°C). Winds NE at 10-15 mph.

Tomorrow: A chance of rain, high 47°F (8°C). Winds NE at 5-10 mph.

Thursday: A chance of rain, highs in the low 40s °F (6°C). Friday: Mostly cloudy, highs around 40°F (4°C).



Situation for Noon Eastern Time, Tuesday, December 9, 2014



event :



# **Finals Week Study Breaks**

Thursday, Dec 11, 2-3:30 PM Hayden Library (14S) - Cookies with Canines

Thursday, Dec 11, 2-3:30 PM Dewey Library (E53-100) - Study Break

Tuesday, Dec 16, 2-3:30 PM Rotch Library (7-238) - Study Break

Wednesday, Dec 17, 2-3:30 PM Barker Library (10-500) - Study Break





@mitlibraries



facebook.com/mitlib



#### Take a study break, have a snack and de-stress!

Cookies and beverages will be served near the entrance to each library.

Furry friends from Dog B.O.N.E.S. will make a special visit to Hayden Library for Cookies with Canines.

Follow us on Facebook or Twitter to see how you can win a t-shirt at a study break!





# Share Your VIE

web.mit.edu/subjectevaluation

**DEADLINE:** 

Monday, 12/15 at 9 AM

Fall 2014 end-of-term subject evaluations



## Somewhere on the Search for Meaning... by Letitia Li



#### Sudoku

Solution, page 9

|   |   | 5 |   | 4 | 6 | 9 |   |   |
|---|---|---|---|---|---|---|---|---|
| 2 |   |   |   |   | 9 |   |   | 3 |
|   |   | 6 |   |   | 1 | 8 | 4 |   |
| 1 |   |   |   | 2 |   | 5 | 8 |   |
|   |   |   |   |   |   |   |   |   |
|   | 5 | 2 |   | 6 |   |   |   | 1 |
|   | 7 | 1 | 6 |   |   | 4 |   |   |
| 6 |   |   | 5 |   |   |   |   | 7 |
|   |   | 8 | 7 | 1 |   | 2 |   |   |

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

## Techdoku

Solution, page 9

| 12+ |     | 12×     |    |      | 6  |
|-----|-----|---------|----|------|----|
|     | 4   | <u></u> |    | 120× |    |
| 12× |     | 90×     |    |      | 3÷ |
| 13+ |     |         | 4× | 2    |    |
|     | 18× |         |    | 15×  | 4  |
|     | 4×  |         | 5  |      | 2  |

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1-6. Follow the mathematical operations for each box.

16

## Saturday Stumper by Anna Stiga

Solution, page 9

#### **ACROSS**

- 1 How change may come to Canadians
- 9 Be accommodating
- 15 Current danger
- 16 Eminent mariner of York
- 17 Big-12 city
- 18 Earn or encompass
- 19 Kept talking
- 20 False profession
- 22 Presents for discussion
- 23 Rations
- 24 With 28 Across, overtly abashed
- 25 Black O'Keeffe subject 26 Frozen-fish company cofounder
- 27 Matter of primary concern
- 28 See 24 Across
- 29 Steinbeck's "Mother Road"
- 31 Paper cutters, for short 32 Zip
- 33 Where some conductors work 34 42 Down descriptor
- 37 Capital of Aragon
- 39 Wish to take back
- 40 Cabinet department once joined with Commerce
- 43 Complain softly
- 44 Combines
- 45 Mini found in Snak-Saks
- 46 Opposite of "okay"
- 47 He's left of the Dorseys on the Big Band Leaders stamps
- 48 They have burning desires

- 50 Pro athlete often linked with Wilma
- 51 Bugs
- 52 Settler along the St. Lawrence
- 54 Up (for)
- 55 Not much bread
- 56 Youth
- 57 In poor condition

#### **DOWN**

- 1 Scrape hard to escape
- 2 Loose, as a clipper
- 3 Pair behind the nose
- 4 Do-overs
- 5 Six Beethoven string works
- 6 Ian Fleming went there
- 7 \_\_ house
- 8 Switch
- 9 Pinch-hit (for) 10 Fudge alternative
- 11 Man-cave device
- 12 Deja News once archived it
- 13 "That's what it looks like"
- 14 Guiding lights
- 21 Santalike
- 23 Passé roll with a hole
- 26 Place to land
- 27 Career bio
- 29 Have at it verbally
- 30 Extent
- 34 Interview show that got a 1993
- Peabody Award
- 35 Public reached 36 Judge's order

17 18 19 20 21 22 24 25 26 28 29 30 31 32 33 39 40 41 42 43 44 45 46 48 49 50 51

55

57

- 37 Takes a closer look 38 Race starter, perhaps
- 40 Snap

54

56

15

- 41 Not generally known
- 42 Prefix for mania
- 44 Turkey part
- 46 Word from the Latin for
- "frighten"
- 47 Almost famous
- 49 Extended locks
- 50 Aid partner
- 53 First to order the Dreamliner

JNFUNFUNFUNFUNFU

12

13



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#### **LETTERS TO THE EDITOR**

#### MIT's fraternity leaders on their preliminary efforts to fight sexual assault

Editor's Note: This letter contains explicit references to sexual assault.

We have a problem.

"I had asked him to stop multiple times and tried to push him off of me. I knew this. He ignored me, but who was to blame? I had not spit in his face or tried to claw his eyes out. Instead I lay on his bed naked — with my clothes peeled off trying to calmly explain that I would not, I could not, have sex with him. The rapid, forceful, and completely foreign advances were too much already. My 'stop' was immediately silenced with 'your body wants me so bad.' When he didn't listen, my brain failed to believe it was actually happening and shut down. I felt deep guilt and shame that my subsequent silence was interpreted as a waving white flag: mistaken for consent. In the days following, I could not eat. I could not sleep. I could not cry. I could not move.

Where did this incident happen? UVA? Amherst? Dartmouth? No, it happened here at MIT. It happened on our campus. It has been almost one year since this anonymous account of sexual assault was published in *The Tech*. It should seem obvious to most that everyone should act to prevent this from ever happening, yet the recent sexual assault survey at MIT would suggest — to our disappointment — the opposite.

In the survey, 35 percent of undergraduate women and 14 percent of undergraduate men on our campus said that they experienced unwanted sexual behaviors, including sexual harassment, sexual assault, and rape. Despite the fact that 63 percent of those who were sexually assaulted told someone close to them what happened, only 5 percent went through official channels to report the incident. Ninety-seven percent of MIT students said that they would respect someone who tried to prevent sexual assault, yet only 44 percent of us confronted a person we

knew to be a perpetrator. We are better than this

We need a cultural shift. We need to acknowledge that this problem can only improve if we all want to see this change. Sometimes, this means standing up to our brothers, sisters, and friends — that is hard. There is no easy fix to this problem.

Our fraternity community has taken initial steps in the past year to educate and train ourselves about the problem of sexual assault. To that end, the IFC, in collaboration with VPR and CDSA, created the new PartySafePlus and PartySafePlus: Help a Friend trainings. PartySafePlus helps fraternity members develop skills to create a safer social environment on campus. These skills focus on topics such as sexual assault prevention, bystander training, gender equality, and safe alcohol consumption. Additionally, Help a Friend provides fraternity members with more in-depth training on how to be active bystanders and support peers who are in

As of December, we have 735 members (67 percent of our membership) PartySafePlus trained since the program was launched back in May. We also have 363 members, (33 percent of our membership) Help a Friend trained. While we are proud of how far we've come in such a short period of time, we're still not satisfied.

As we set out to do more, we are actively involved in and sponsor the "It's On Us, MIT" campaign within the Title IX working group. The goal of the campaign is to create an environment in which sexual assault is unacceptable and survivors are supported across campus. We are not satisfied with only awareness. Awareness is the beginning, now is the time for action. We can do better, we can be better.

We have a long way to go. The sexual assault survey put it all on the table. Sexual assault happens on our campus. As representatives of over 1,000 MIT undergraduates, we are disturbed and ashamed by the role fraternities have played in this environment. We need to do more to prevent sexual assault and we cannot do it alone. We need every single fraternity member to make a difference.

In order to do so, we must commit ourselves to further action. Our goal is to have  $\,$ 

all fraternity members be knowledgeable about sexual assault and be proactive in preventing it. We will start houseby-house education workshops that repeat every year. The workshops will be presented to each house individually and will provide their members with scenario-based training. We will also increase the minimum threshold for PartySafePlus training, and increase our expectations for PartySafePlus: Help a Friend training.

Further, we will collaborate with the Panhellenic Association as they build a model to train their leaders to serve as a resource for their chapters. In a similar light, we will provide additional education to the leaders and officers of each fraternity. Guidance and mentorship will help shift the culture of each house to be more open and accountable.

Finally, we want to bring our efforts beyond the confines of our own community. On our end, we will begin working with other living communities on our campus as well as other nearby colleges. We wholeheartedly believe that we have a lot to learn from other schools and we can similarly share the progress we have made with their Greek systems. In doing so, we believe that we will have a real chance of making a broader impact.

The most impactful change, however, will not come from programs or trainings. It can only come from each of us individually. We need to begin by changing our attitudes. We must realize that the biggest impact we can have as individuals is to believe our friends when they come to us and tell us that they've been sexually assaulted. We must set aside the skepticism and listen.

Now is the time to dedicate ourselves to end sexual assault.

Haldun Anil is President of the IFC, and
Samuel Oppenheim is the Presidentelect of the IFC. They write on behalf of
the presidents of Alpha Delta Phi, Alpha
Epsilon Pi, Beta Theta Pi, Chi Phi, Delta
Kappa Epsilon, Delta Psi / No.6, Delta Tau
Delta, Kappa Sigma, Nu Delta, Phi Beta
Epsilon, Phi Delta Theta, Phi Kappa Sigma,
Phi Kappa Theta, Phi Sigma Kappa, Pi
Lambda Phi, Sigma Alpha Epsilon, Sigma
Chi, Sigma Nu, Tau Epsilon Phi, Theta Chi,
Theta Xi, Zeta Beta Tau, and Zeta Psi

#### **GUEST COLUMN**

# The future of books in Hayden Library

#### Researchers' concerns should not be ignored

By Adam Albright, Edward Flemming, David Pesetsky, Juliet Stanton, and Donca Steriade

This fall, several articles have acquainted the MIT community with ongoing plans to redesign the library system. One effect of the planned changes will be a decrease in the space for print collections, requiring many books to be sent off-campus. We write for a group of linguists, faculty and students in Course 24, whose research and teaching relies on Hayden Library's books, and on their immediate, on-the-shelf availability. We want to raise questions about

how priorities are set and decisions made in planning the redesign of the libraries; how the community has been kept informed of these developments; and how library officials view the mission of the library in a research university like ours.

#### How priorities are set

Several changes under discussion will result in a reduction of the space for books in Hayden: the Hayden mezzanines will be removed; spaces for individual and group study will be expanded or added; and books may be moved into Hayden from other libraries.

We firmly support the need to make Hayden accessible to all readers, which entails the loss of the mezzanines. That aside, we question why new study spaces should be created in the library at the expense of the book collection, as opposed to distributing them throughout the campus; and why books from outside Hayden should replace books now in Hayden.

A draft of the Library's planning document suggests there is a painless way to create space in Hayden: send the "monographs with very low use" to "the remote shared

Libraries, Page 5

#### CORRECTIONS

A review of *Interstellar* in the Friday, Dec. 5 issue of *The Tech* incorrectly referred to events in the film as being half a decade apart. They were actually half a century apart.

#### **OPINION POLICY**

**Editorials** are the official opinion of *The Tech*. They are written by the Editorial Board, which consists of Chairman Annia Pan, Editor in Chief Austin Hess, Managing Editor Judy Hsiang, and Opinion Editor Jacob London.

**Dissents** are the signed opinions of editorial board members choosing to publish their disagreement with the editorial.

Letters to the editor, columns, and editorial cartoons are written by individuals and represent the opinion of the author, not necessarily that of the newspaper. Electronic submissions are encouraged and should be sent to *letters@tech.mit.edu*. Hard copy submissions should be addressed to *The Tech*, P.O. Box 397029, Cambridge, Mass. 02139-7029, or sent by interdepartmental mail to Room W20-483. All submissions are due by 4:30 p.m. two days before the date of publication.

Letters, columns, and cartoons must bear the authors' signatures, addresses, and phone numbers. Unsigned letters will not be accepted. *The Tech* reserves the right to edit or condense letters; shorter letters will be given higher priority.

Once submitted, all letters become property of *The Tech*, and will not be returned. Letters, columns, and cartoons may also be posted on *The Tech*'s Web site and/or printed or published in any other format or medium now known or later that becomes known. *The Tech* makes no commitment to publish all the letters received.

 $\label{eq:Guest columns} \textbf{Guest columns} \ \text{are opinion articles submitted by members}$  of the MIT or local community.

#### **TO REACH US**

The Tech's telephone number is (617) 253-1541. Email is the easiest way to reach any member of our staff. If you are unsure whom to contact, send mail to <code>general@tech.mit.edu</code>, and it will be directed to the appropriate person. You can reach the editor in chief by emailing <code>eic@tech.mit.edu</code>. Please send press releases, requests for coverage, and information about errors that call for correction to <code>news@tech.mit.edu</code>. Letters to the editor should be sent to <code>letters@tech.mit.edu</code>. The Tech can be found on the World Wide Web at <code>http://tech.mit.edu</code>.

# MIT's alternative flavor of pride

#### Is it possible to be too proud of our meritocratic traditions?

**Bv Claire Lazar** 

On days when life at MIT seems particularly challenging, I sometimes find myself wondering whether my efforts are driven by pride or passion.

Passion is what paved my way to MIT. Now that I'm here, it isn't surprising that the studies are intense. The curricula are challenging by nature of the subjects, and many of us combat not only theory but also the physical limitations of materials and technologies. We are undoubtedly pushed to grow. Yet sometimes I can hear a quiet engine chugging us along, fueled not just by passion for the material but also by our egos and a cultural pride in how hard we work.

Willingness to work hard is indeed a virtue, since it is at the heart of personal and societal progress. Yet at the very least, the degree to which it is emphasized here at MIT can lead to an excessive pride.

The thought that there perhaps flourishes a special flavor of snobbery on our campus could sound surprising, since MIT students

sometimes enjoy basking in the thought of how un-snobby we are. Indeed, ours is not the classic sort. We distinguish ourselves from the stereotypical image of students wandering in the graceful stillness between centuries-old buildings, soaking in ideas. We don't feel that we are a group that shares a common socioeconomic class and the traditions of our school with family members.

Instead, we pride ourselves on diversity, on meritocracy, on fostering an open and collaborative spirit, on choosing T-shirts over sweater vests, and on working hard to satisfy the expectations of a rigorous institution. Yet isn't our pride for our relative lack of snobbery just a different slice of the same pie?

For example, consider how many of us are proud of taking five, six, or seven classes; we are embarrassed to drop to "just" three; we bond over listing all that we have left on our plates; and we are sometimes willing to entertain majors based on how they are perceived by our peers — not solely on our passion for the subjects. Sure, committing to a load of challenging classes and stretching

one's potential is a practical and respectable path. At the same time, it could become an expectation that affects many students who wish to experience MIT from a different angle and pace, compromising their true intellectual aspirations.

I recall sitting at dinner a few weeks ago when someone stated that she was majoring in Course 4, architecture, and another in the group found the need to offhandedly say, "Oh, I heard Course 4 is super hard." The statement felt as though it was aimed to protect students in that department from a culture that discounts subjects that may appear more artistic from an outsider's perspective, or to give those students the recognition of pursuing something difficult.

Even our own vernacular can indicate our pride in the technical nature of our work. We lump humanities, arts, and social sciences into the acronym "HASS" yet refer to technical majors and even classes within them by precise numbers that are familiar to all of us. Sometimes (although of course not always) this mentality can reflect how students place

technical subjects on a pedestal. For instance, ask an MIT student what classes he or she is taking this semester, and you may hear a list featuring the exact name of each technical subject followed by "and a HASS class," despite the immense diversity and depth within our HASS departments.

Passion for hard work is integral to our culture at MIT — it pushes us to stretch our minds and complete incredible projects. Yet if an exaggerated pride for rigor fuels some of our effort, it may be tempting to value academic choices based on their perceived difficulty and less on our personal and intellectual interests. This desire to comply with cultural expectation could sometimes overshadow inner voices. Especially in a university with endless opportunities, it may be helpful to recalibrate with a question: not "How hosed am I?" but instead, "Why am I doing the things I do?" After all, in just a few years we will be in new places making new choices, driven only by what really matters to each of us.

Claire Lazar is a member of the Class of 2017

# Continuing the dialogue on libraries' mission

#### Support the researchers with the greatest need for physical collections

Libraries, from Page 4

storage facility with 48 hour scanning and delivery service." We doubt there is a reliable method to determine if a book is of "very low use."

This opinion is based on our experience with the previous rounds of book removals. Several years ago, large numbers of books in regular use were removed from Hayden. This has already seriously impaired our work. One can also question the assertion that the remote shared storage facility makes documents available within 48 hours.

In our experience, it can take up to a week, sometimes longer, for off-campus books to reach us. Books requested over the weekend always take longer. Even if the 48-hour interval were the norm, immediate on-shelf availability is often critical in our research. It's important for general exploration, and it's the standard in academic libraries.

A more basic question is why the readers' immediate need for books carries less weight with our library administrators than the convenience of additional study space in Hayden. In search of answers, we have looked at how other libraries balance the same conflicting needs. The academic libraries known to us (Harvard's Widener, Yale's Sterling, and those at Stanford, UC Berkeley, UCLA and UMass, Amherst) clearly have different priorities than MIT.

In those libraries, stacks take up most of the available space and the same "very low use" books that Hayden has already sent to off-campus storage stay on the shelves, because you never know when someone might open them and learn something useful and perhaps even important from them. For the most part, readers sit at small desks or shared tables in public spaces.

The present space distribution in Hayden is already quite different from these other libraries. Only Hayden's basement and the periphery of the two reading rooms are taken up by bookshelves, while vast empty centers in the reading rooms house communal reading tables, generally empty. Meanwhile almost 50 percent of the campus book collections are in storage. How is this present distribution of the space in Hayden justified? Why must Hayden change to have even fewer books available to its readers? Why isn't MIT moving in exactly the opposite direction?

Being at MIT, we can imagine a world in which technology makes it possible to enjoy all of the benefits of browsing unfamiliar titles on a shelf and browsing them with the immediacy of a physical object. Currently, the technological options available to us focus on searching, not browsing (and only in a limited way, at that). MIT could be a leader in developing the tools to make virtual interaction fast and effective, but we are nowhere near ready to replace the act of physically interacting with books in a library, and development of such tools is not stated as a priority in the vision documents.

#### How decisions are made and how the MIT community is informed

The plan to redesign the libraries and reallocate space in Hayden will be presented to MIT's administration by the end of the month. We are grateful to Stephen Gass, Interim Director of the Libraries, and Jeffrey Ravel, Chair of the Faculty Committee on the Library System, for providing this information and for patiently listening to our concerns

We think the faculty and students whose work requires library services should be consulted before this plan is submitted. These consultations should include concrete details about the consequences of each plan for on-campus collections: e.g. how many books must we ship off campus to make space for each new study or meeting area? There should be ample time for public discussion. In the end, MIT should act on a plan that has the support of the community members who need access to the library collections the most.

In our conversations, Stephen Gass and Jeffrey Ravel indicated that the reduction in the space for books will be done on a case by case basis, rather than evenly across disciplines, and that representatives of all departments will be consulted. We appreciate this, but we are not reassured. Even if some discipline's books are spared entirely, an unlikely option, the planned reductions virtually guarantee that books currently housed off-campus will not return.

As linguists, we really need to see all the linguistics books return, and we suspect students and faculty in many other departments have similar wishes for the collections in their fields. We would like a library whose books are available to readers the moment they are needed, as they are to our colleagues elsewhere.

#### The mission of the library

One question raised in our consultations with library officials is what conception of the library's mission justifies taking space away from books and investing it in study nooks. We have been referred to a strategic plan that defines this mission as that of "creat[ing] and sustain[ing] an evolving information environment that advances learning, research and innovation."

We value these objectives, but they're not informative in the present context. We were looking for a statement of principles that explains why some functions of the library must be sacrificed to others. Why is making books immediately available to readers less important than expanding study spaces in the library? And who decides?

We look forward to a discussion of these questions.

All authors are members of the Department of Linguistics and Philosophy. Adam Albright and Edward Flemming are Associate Professors. Donca Steriade is a Professor. David Pesetsky is the department head. Juliet Stanton is a graduate student.

**GUEST COLUMN** 

# Newspapers should be more cautious when reporting accusations of cheating

## The Tech should think twice before releasing personal information

By Nils Molina

Punishing cheating is not easy. Academic misconduct varies in severity, and accusations of it can be wrong. Purposeful leaders resolve these difficulties by trial and error. Over time, they cultivate a sense of fairness and a shame at unfair advantage. Fair ways of meting out punishment follow.

A good example is MIT's Policies and Procedures on student academic misconduct. The document tells professors to carefully avoid an atmosphere of harassment when investigating a cheating accusation. And just as with grades, cheating accusations are kept private to starve bullies, who are all too common.

But it's difficult for newspapers to be fair and honorable adjudicators since they're not very sensitive to the people they hurt. Unlike professors and administrators, journalists thrive on attention, making them less trustworthy.

Recently, *The Tech* published claims of academic dishonesty involving students participating in HackMIT, a large, student-run event. The front page headline was "Two HackMIT teams disqualified for misrepresenting [their work]."

The headline screams, but hold on. First,

the accusations, which originated on a Hack-MIT blog post, were unproven. Event leadership said the students had "voluntarily stepped down" and had "not been found guilty." Second, the alleged crime may have been unintentional. The work was assembled in a short weekend, the allegedly dishonest presentation was hasty, and the students were apologetic afterwards.

Briefly forgetting the charged nature of the topic, *The Tech's* coverage was reasonably reliable by news standards. The source of the accusations, a HackMIT blog post, was imperfect but reliable, and *The Tech* made a good faith effort to put them in context and report both sides of the story. The misstep *The Tech* made was including personal information.

Egregiously, *The Tech* published the full names of the accused and published quotes from the students' hackathon presentation that seemed to provide evidence of cheating. *The Tech* shouldn't kid itself. Academic misconduct is serious. If your personal integrity is challenged on the front page of a newspaper, it is agonizing. Until you get over *it*, *it* impedes your productivity and weakens your health. Was it fair to single these students out and hurt them, when their guilt was unclear?

It wasn't fair. It was also unethical. Con-

sider the SPJ Code of Ethics for journalism. The Code says newspapers should balance the public's need to know against the privacy of individuals. The students had returned the award they received to avoid drama and attention. Trashing their privacy was dubious. The Code says that even if information is legally available, it may not be right to publish.

Indeed, the YouTube clip of the students does not make them fair game for celebrity gossip. The Code says newspapers should be careful about publishing full names. The accused were sophomores, and publishing names was not right. The Code says journalists should consider the permanence of the information they publish. In this case, the accusations are forever on the students' Google results, risking their ability to get jobs. (You can argue the risk is low, but it isn't zero.) The Tech should've showed compassion, and the writers ought to have considered the golden rule: if you want decency for yourself, don't disgrace and violate the privacy of your colleagues.

To strengthen MIT, personal responsibility is key. That means one should not parade shaky accusations that attack named colleagues. The accusations unfairly hurt the accused and caused collateral damage. Students ought to do good work, find good jobs,

and take fair penalties for their mistakes. But by publicly humiliating the accused for perhaps a benign slip-up in an impromptu presentation, *The Tech* discourages students from competing in student events. Nobody wants to live in such a community. Now, it's good that journalists find uncomfortable abuses and report them, but *The Tech* should have been ethical, cautious and fair.

The hundred or so reader comments on the article showed the intelligence of MIT students. Many understood that *The Tech* had crossed a line. But instead of owning their mistake, *The Tech* continued digging into the students' lives and published a 2,700 word follow-up piece full of personal details.

We should expect more from *The Tech*, and *The Tech* should have higher standards for how it evaluates the consequences of its writing. *The Tech* should apologize and remove the names from the article. Until then, it should be viewed as an organization with well-intentioned but somewhat irresponsible leadership. It was a juicy story, but *The Tech* forgot to have a basic level of respect for their colleagues. A dash of humility is the proper medicine.

Nils Molina is a graduate student in the Department of Electrical Engineering and Computer Science. 6 THE TECH



# **DANCETROUPE** presents...

# DTENTION

MIT DanceTroupe's fall showcase took place this past weekend in Little Kresge with shows on Thursday, Friday, and Saturday. The showcase featured 22 dances choreographed and performed by students covering a wide range of styles and

- 1. Cathy Zhou '15 dances in "The League of gangstaGeeks".
- 2. Elise M. Bickford '18 and Olivia H. Makepeace
- '17 perform in "Royal T."
  3. From left to right, Francisco X. Pena '15, Langston E. Fitts '16, and Eduardo Valle perform in a dance entitled "Where the Light Gets In".

  4. Madeline Sencion '16 dances in "BlackNYel-
- 5. Kathryn E. Hanling '16 performs in a dance titled "Relief".

 $PHOTOGRAPHY\,BY\,ALEXANDER\,C.\,BOST-THE\,TECH$ 







Tuesday, December 9, 2014

The Tech 7

# TRASHION SHOW

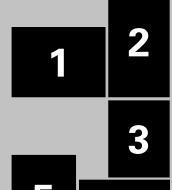




The MIT Trashion Show, hosted by the UA Sustainability Council, was held at the MIT Museum this past Friday, Dec. 5. The show featured work by 22 student designers as well as guest works by professional designer Shubhra Chandra. The show also featured 3 guest speakers and guest performances by the Chorallaries, Resonance, and Roadkill Buffet.

- 1. Alexandra G. Shade '17 (center) models a dress designed by Tara A. Lee '17 (left) and Rachel I. Weinberg '16 (right).
- 2. Bria A. Wallace '16 models a dress designed by Kristen P. Wu '16.
- **3. Ellena I. Popova '17 models a dress** designed by Mikael A. Kalin '18.
- **4. Margaret M. Tian '18 models a dress** designed by guest designer Shubhra Chandra.
- **5. Kara N. Presbrey '16 models a dress** designed by Alissa Borshchenko '16.

PHOTOGRAPHY BY LANDON CARTER—THE TECH









8 THE TECH
TUESDAY, DECEMBER 9, 2014

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Even The Tech needs tech support and we're looking for some. join@tech.mit.edu

# MIT severs ties with prof in 'painful' move

Institute: Walter Lewin, who taught physics to millions, harassed student

Lewin, from Page 1

came a full professor in 1974. In the decades that followed he collected award after award for his undergraduate teaching.

Through OpenCourseWare and YouTube, Lewin's lectures and physics demonstrations have reached millions.

"Professor Lewin delivers his lectures with the panache of Julia Child bringing French cooking to amateurs and the zany theatricality of YouTube's greatest hits," *The New York Times* wrote in 2007. "With his wiry grayish-brown hair, his tortoiseshell glasses and his intensity, Professor Lewin is the iconic brilliant scientist ... he is at once larger than life and totally accessible."

Lewin went on to star in viral videos of him drawing dotted lines on blackboards and swinging on steel balls suspended from the ceiling.

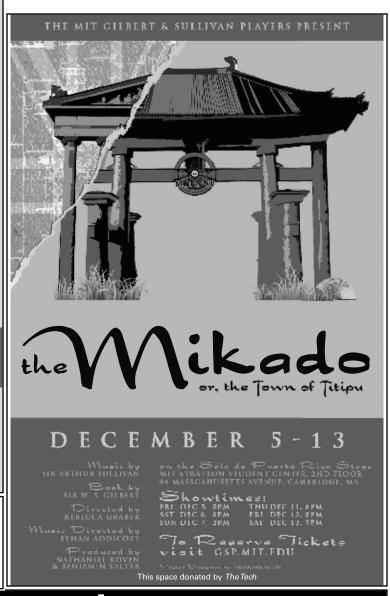
And then in 2013, Lewin helped launch online versions of his classes on edX. Among those who enrolled: the woman who would lodge the sexual harassment complaint this past October.

By Monday evening, at least some of Lewin's classes had been taken down from edX, MIT Open-CourseWare, and MIT OpenCourse-Ware's Youtube channel.

MIT is keeping some of Lewin's lecture videos available on *ocw2*. *mit.edu* until the end of the semester. "We realize that some of you may have been using some materials from the OCW versions of the course as you prepare for your exams," physics department administrators wrote in an email to students in an introductory physics class.

"Students place tremendous trust in their teachers," MIT President L. Rafael Reif said in a statement. "Deserving that trust is among our most fundamental obligations. We must take the greatest care that everyone who comes to us for knowledge and instruction, whether in classrooms or online, can count on MIT as a safe and respectful place to learn."

An email requesting comment, sent to an MIT address that Lewin has previously used in communications with *The Tech*, could not be delivered Monday.



# Attention continuing students:

CI-H

Communication-Intensive HASS CI-HW

Communication-Intensive HASS Writing





If you plan to take a subject designated CI-H or CI-HW this spring, you must select it in pre-registration on WebSIS by **Wednesday, December 3 I** in order to have the chance to be scheduled into it.

Tuesday, December 9, 2014 THE TECH 9

# Spencer R. Wilson is Marshall Scholar

Hopes to study engineering and mathematics at Cambridge in UK

Marshall, from Page 1

He encouraged "anyone to have your technical [side] but embrace something purely creative," saying that "bouncing between those two, and then sometimes letting them join together is really fun." He is headed to India this January to make a short documentary about manufacturing — an experience he characterized as "film-making but also doing engineering."

He advised future applicants to talk to Kim Bernard of MIT's Global

Education & Career Development (GECD) office, describing her guidance as "not coaching," but "structured soul-searching."

"Figure out what your values are, and let that guide you," he said. "Don't pick something because it makes sense. It needs to make sense, but it also needs to be something you are passionate about. You have to feel it. I think that why I was successful in this, was because I can talk about this stuff with a smile and I get charged because I really care about it a lot."

#### Syncopasian performs in 10-250



MIT Syncopasian performs in Starlight Moonlight, their Fall

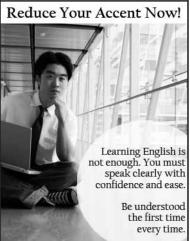
2014 Concert on Dec. 6 in 10-250.

#### UPCOMING HOME EVENTS

Tuesday, December 9

Men's Basketball vs. Emmanuel College

7 p.m., Rockwell Cage



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#### **Solution to Crossword**

|   | _ | - |   | _ | fro | om | pa | ge | 3 | - |   |   |   | - |
|---|---|---|---|---|-----|----|----|----|---|---|---|---|---|---|
| Q | U | Α | R | T | Ε   | R  | S  |    | Α | D | J | U | S | T |
| U | N | D | E | R | T   | 0  | W  |    | С | R | U | S | 0 | E |
| Α | М | Ε | S | I | 0   | W  | Α  |    | T | Α | K | Ε | I | N |
| G | 0 | N | E | 0 | N   |    | Р  | R  | Ε | T | E | N | S | E |
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#### Solution to Techdoku

| 4 | 5 | 2 | 3 | 1 | 6 |
|---|---|---|---|---|---|
| 3 | 4 | 1 | 2 | 6 | 5 |
| 1 | 2 | 5 | 6 | 4 | 3 |
| 5 | 6 | 3 | 4 | 2 | 1 |
| 2 | 3 | 6 | 1 | 5 | 4 |
| 6 | 1 | 4 | 5 | 3 | 2 |

#### **Solution to Sudoku**

| 7 | 8 | 5 | 3 | 4 | 6 | 9 | 1 | 2 |
|---|---|---|---|---|---|---|---|---|
| 2 | 1 | 4 | 8 | 5 | 9 | 7 | 6 | 3 |
| 9 | 3 | 6 | 2 | 7 | 1 | 8 | 4 | 5 |
| 1 | 6 | 3 | 4 | 2 | 7 | 5 | 8 | 9 |
| 8 | 9 | 7 | 1 | 3 | 5 | 6 | 2 | 4 |
| 4 | 5 | 2 | 9 | 6 | 8 | 3 | 7 | 1 |
| 3 | 7 | 1 | 6 | 9 | 2 | 4 | 5 | 8 |
| 6 | 2 | 9 | 5 | 8 | 4 | 1 | 3 | 7 |
| 5 | 4 | 8 | 7 | 1 | 3 | 2 | 9 | 6 |

## **Attention MIT Undergraduates!**

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## MIT WATER SUMMIT

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#### December 11th, Marriott Cambridge, 5-7 pm **Featured Keynote Speaker** Daniel Bena, Director of Sustainability, PepsiCo



Dan Bena is currently the Senior Director of Sustainable Development for PepsiCo. He serves on the Public Health Committee of the Safe Water Network: the Leaders Group of the World Business Council for Sustainable Development (WBCSD); the Global Agenda Council for Water Security of the World Economic Forum; and formerly the Steering Committee of the United Nations CEO Mandate.

#### December 12<sup>th</sup>, Kirsch Auditorium, 8 am-7 pm **Featured panels**

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**Abdul Latif Jameel World Water and** 

# Opening up

#### When my trust and I were broken

**Anonymous** 

Editor's note: This piece contains descriptions of sexual assault.

As trust is difficult to come by, we humans barely ever share our deepest, darkest secrets with anyone. But what happens when we cross that barrier? We give somebody the opportunity to hurt us.

Dear reader,

Imagine you are a happy girlfriend, with a boyfriend anyone would dream to have. Remember days when he stayed up nights to see you. Remember times when he would do anything simply for a little attention from you. You fell in love with that boy. You fell in love with a boy who wanted a second chance. You fell in love with a boy who wanted to be loved. And then there was no going back.

With time you unraveled each other's stories. He let you into his heart, the heart of a boy who missed his family before it broke apart. You told him about yourself, the girl who was sexually abused as a child, whom he understood and embraced. He shared with you his struggles with religion, and you respected his opinions no matter how different they were from your own.

He thought you were the most beautiful girl and the best girlfriend one could ask for. You used to go out of your way to put a smile on his face, be it with small surprises, with food, with helping him academically or just understanding him when his own family and friends couldn't. He did the same for you. He was there for you when you needed him. Your pain was his pain. He listened to you complain about your life and how terrible it was, but your life was not horrible at all; only now can you see how much worse it can become.

You remember when he used to run your fingers through your hair and kiss your forehead. This time he pulled harshly. You remember when he used to caress your arms with his fingertips. This time he used his hands to hold yours still. You remember when he placed a kiss on your lips and looked into your eyes. This time he was looking at the headboard while gnashing his teeth. You remember in the midst of all of that, he would stop and tell you: "I love you; you were the best thing that happened to me at MIT!"

This time you waited, but nothing came. You were right beside him crying for hours, waiting, hoping that maybe he would want to pull you into a hug after he was done. You told yourself it was okay, nothing happened, and he did not mean it. He just forgot. You waited and waited. But you could only make up excuses for so long. You could not keep him on that pedestal forever. You realized it was not about love anymore. It was about lust and hunger.

You did not realize when the line between love and lust was crossed. You question yourself, was it your fault? You trusted him, did you not? You let him in. You conclude that it is your fault and you cannot tell anyone. You torment yourself day and night. You question yourself day and night. And he sits on a pedestal. He sits there and watches you deteriorate, piece by piece. And you wonder, did he hate you?

He told you he did not hate you, he was just not in love with you as much as before. He told you he still cared for you and owed it to you to be there for you. But those words, those promises, meant nothing the moment he ran away when you got pregnant. He ran away from responsibility, the responsibility of a promise. He tried to convince you he had to leave. He does not want to deal with it so he left you alone and scared, not knowing what is right or wrong.

You looked in the mirror and all you saw was ugliness. You wanted to live your life, but the only thing alive in you was loneliness. You shoved your face into the pillows so no one could hear you scream. You

caused physical pain so maybe the demons inside you would let you sleep. You were cheating on your body. It was not yours anymore. It was used and abused and a part of it was gone. With it went away your self-esteem. With it went away the girl who was strong, independent, loving, and the warmth of the room.

He would give you the bare minimum time necessary for you to stay safe, but you wanted to die. Yes you wanted to kill yourself but never had the audacity to actually do it. You are scared about everything — about talking to him, asking for his attention, going to sleep. He made you think your reaction was uncommon and that you should be fine by now, but you are not.

He told his friends that you cannot get over him, skipping over everything horrible he did to you. If you revealed it all, they would feel bad for you. People would sympathize with you, they would tell you it is going to be okay. But you know that no one really knows or understands or ever will. Every moment you spend is in anxiety, because you do not know when it happened, but you are shattered; somewhere along the lines he managed to break you into tiny pieces - pieces that are beyond repair, pieces that cannot be put back together. You are tortured every day with the thought of being left alone, of being used, but you did not want to be that girl.

He comes back, and pretends everything is okay, and says he would give you another chance, because he wants to help you. But again it is nothing but a lie.

This is my story. And to the one who left, listen to me and listen clearly:

I do not want to be the girl that was raped. I do not want to be the girl who was left all alone, pregnant. I do not want to be the girl who was used because she trusted you. I imagine you, imagining me, and that is my salvation. I want to tell you, I want to scream to the world, that I am not okay be-

cause what you did is not okay and it will never be okay, no matter how much you try to avoid me.

I cannot just "get over it and move on" as you suggested. I am not okay, and it is your fault. I will not trust anybody and it is your fault. You were not doing me a favor by pretending to be there for me. Neither were you telling yourself the truth when you imagined everything is fine. Let me break it to you: it wasn't. I wasn't fine. I am not fine! I will never be put back together and it is your fault. You denying all of this to yourself and your friends will not change the truth. What you did was wrong and you will have to live with it for the rest of your life, and I pity you.

And to you all reading my story:

It was supposed to be on us, MIT. Correct? Where were you when I needed that friend? Where were you when I wanted to pick up that knife and scratch every part of my body because it disgusted me? Why did you say, "It happens, move on with your life"? Because I am still stuck in that night, crying and waiting. I am still stuck in that week when I was left alone. I am still stuck in those months when I would quiver in the corner of my bed and scream in the showers.

You will never know how it feels. So just think before you speak because I have heard all of that from him as well. He made excuses to run away. So think before you say something because those words construct the fine line between you and him.

But I live — I do not let the disappointment take over me because I am waiting, waiting for the day when he realizes the magnitude of the repercussions of his actions. I know he will come back and on that day I will have tears in my eyes, care in my heart, and strength in my body. I will have everything except the one thing this man will come for: forgiveness.

This account is anonymous to protect the identity of the author.

# T-SHIRTS

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#### **TAKE A STAND**

# More than a kick-off

Understanding It's On Us, MIT

By Chacha Durazo

Hi MIT community!

I'm Chacha and I work in the Title IX Student Working Group. From various discussions we've had with friends and colleagues, I thought I'd a take a minute to clarify a few things about the group, our It's On Us, MIT campaign, and how you can get involved if you want to.

In November, over 1800 MIT community members joined us for the It's On Us, MIT campus kick-off. You may remember us as slightly overzealous individuals handing out stickers, buttons, shirts, and bottles in Lobby 10, but as those who contributed to the more than 1,800 signatures soon learned, we stood for a whole lot more than free swag. The kick-off launched the first part of the It's On Us, MIT campaign that the Title IX Student Working Group is organizing on campus.

You may be wondering, "What is the Title IX Student Working Group?" Good question! It is a coalition of activists, advocates, survivors, allies, friends, and student leaders (both undergraduate and graduate). We bring together our student groups' resources in order to address problems facing this campus and hope that by sharing our collective resources and insight, we can make strides towards change. We are guided by VPR, the Title IX office, and evidence-based best practices. We also communicate with highlevel MIT administrators about student efforts and attitudes.

There are many ways to combat sexual assault on campus; some involve reforming the campus disciplinary processes, while others focus on improving the support systems for survivors. In the Title IX Student Working Group, we are able to approach the issue of sexual assault from multiple angles. Our members represent student groups with a variety of interests, some of which are specifically related to sexual assault; others are more broadly concerned with student life. The It's On Us, MIT campaign goal is to teach MIT community members about sexual assault on campus as well as to foster a campus-wide attitude which takes sexual assault seriously.

The kick-off showed that many people on campus care about preventing sexual assault. The Title IX Student Working Group is now planning educational events and workshops for the MIT community, and we look forward to creating more opportunities for continued dialogue with other passionate students and the administration. Enacting tangible change on campus requires making sexual assault something we are all actively involved in preventing. The amount of support It's On Us has garnered is inspiring for a future where MIT institutional change can occur with the support of its student body.

In an effort to show our support, the Title IX Student Working Group created a video modeled after other It's On Us campaigns across the country. This video, found on our website, is not the MIT video, but rather the Title IX Student Working Group's video that defines what the pledge meant to the members of our organization. We encourage groups across campus to create their own pledge and make a video in which their members take said pledge.

The It's On Us, MIT pledge is a list of concrete ideas that we think the whole community can take to heart, and which will inspire individuals to do what they can to help make MIT a safer community for everyone. We encourage dorms, student governments, departments, clubs, sports teams, offices, labs, and any other organization to think about what the pledge means for their own community and to share their personalized version via video. If you would like to share your video, you can send it to us at itsonusmit@gmail.com, and we will post it on the It's On Us, MIT YouTube channel. We look forward to seeing your creative adaptations.

In the future, we hope to build a community in which students feel empowered to call a rape joke unacceptable, survivors are supported by their peers, and not being a part of the solution is considered being part of the problem. The kick-off was just the first step with many more to come, such as our Bystander Intervention workshop that was held last week. A calendar with all of our events will soon be available on our website: <code>itsonus.mit.edu</code>. We invite anyone who wants to work with or stay informed about the Title IX Student Working Group to please email us at <code>itsonusmit@gmail.com</code>.

Thank you all for your immense support, Chacha Durazo on behalf of the TIX Student

Chacha Durazo on behalf of the TIX Stude Working Group Tuesday, December 9, 2014

The Tech 11



#### 2.009 class presents capstone projects

Students in 2.009 (Product Engineering Processes) presented final projects on Monday to potential funders, the MIT community, and guests. The theme to inspire this year's designs was "adventure."

Live music and videos about 2.009's students, mentors, and past projects were interspersed throughout the show. Each team gave an eight-minute presentation showcasing its product, giving technical background, and discussing market predictions, followed by five minutes of audience questions.

The Pink Team presented Origin, a durable, lightweight wristband meant to help skiers locate each other on the slopes independent of cellular service. Origin implements its own GPS network, and allows for syncing with fellow skiers and "pinging" to check in

and call for help if needed.

Terrainer, demonstrated by the Blue Team, is a motor, controller, and phone app set that can be installed in a regular bike to provide varying resistance like an exercise machine. Bikers can customize their workout without sacrificing the outdoor experience.

Changing the focus from sports to medical devices, the Silver Team designed Contour, a below-the-knee adjustable prosthetic that uses granular jamming technology in its socket to conform to the user, rather than the user having to adjust to it.

The Purple Team presented Upbeat, a drum kit with lights on the rims that illuminate to indicate which drum to hit when. The product also includes an app to show written music, and the system carries both "practice"

and "compose" settings.

Wali, the Green Team's project, is a handsfree baby gate that projects a conical sensor to detect approaching figures within the standard adult height range. If it detects such a figure, it unlocks. Wali is meant to replace ugly and inconvenient manual baby gates.

The Red Team demonstrated Otto, an automatic longboard brake that engages when there is no weight on the board in order to prevent boards from rolling away when a skater falls off. Escaped boards may hit pedestrians or run into traffic, and children often chase after their escaped boards without paying attention to where they are going.

The Yellow Team designed Sunflower, a low-cost heating bassinet for premature children who cannot keep themselves warm. The

bassinet can maintain heat without power for up to 40 minutes, crucial for hospitals with unreliable power supply, and is transparent to allow for concurrent jaundice phototherapy.

Finally, the Orange Team presented KO-ACH, a heavy bag containing a system that records punch force and factors in height, weight, and boxing experience to develop an individualized score for a boxer. Implementing KOACH in gyms allows for competitions that transcend physical and skill differences and do not involve actual combat.

Because of the "adventure" theme, the students presented 2.009 Professor David Wallace PhD '94 with signed and colored penguins from the cartoon "Adventure Time" at the end of the presentation.

—Sanjana Srivastava



TUESDAY, DECEMBER 9, 2014

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This space donated by The Tech
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